

Storytime Private Day Nursery

57 Horace Street, ST. HELENS, Merseyside, WA10 4LZ

Inspection date

Previous inspection date

29/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Staff have a very good understanding of how children learn. They plan activities and experiences that are purposeful and developmentally appropriate. Consequently, children are enthusiastic, curious learners with a developing confidence in their world and own capabilities.
- Staff make the children feel very welcome when they arrive and their key person has a very good understanding of their unique needs and routines. The playful interactions between staff and children; means that children are forming strong bonds, feel secure which promotes their well-being.
- The owner has a vision and commitment to providing quality care. The ways the nursery is effectively organised and how staff implement the policies in practise is promoting the children's safety very well.
- The ways that parents are engaged in all aspects of nursery life is first-class.

It is not yet outstanding because

- There is scope to extend opportunities for children to explore music and movement, by introducing children to music from around the world and encouraging them to discover different ways of moving their bodies and expressing themselves.
- The independent access to and the ways for children to use a wider range of information and communication technology has not been fully explored.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector viewed all areas of the premises and equipment and observed activities in all of the playrooms and the outside play areas.
- During the inspection, the inspector viewed children's assessment and planning records. A selection of other pertinent documentation was also viewed.
- The inspector held meetings with the owner/manager. He held discussions with staff during the time spent in the playrooms and outdoor play areas.
- Prior to visiting, the inspector viewed the provider's self-evaluation. During the inspection the inspector also interacted with children and spoke to parents.

Inspector

Frank Kelly

Full Report

Information about the setting

Storytime Private Day Nursery was registered in 2012 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in St Helens in Merseyside and is managed by a company. The nursery serves the local area and is accessible to all children. It operates from a converted school library and children

are cared for in three rooms on the ground floor. There is a fully enclosed area available for outdoor play.

The nursery employs eight members of childcare staff. Of these, one holds an Early Years degree and Early Years Professional Status. The manager holds an appropriate early years qualification at level 4 and is working towards an Early Years Foundation degree. Six members of staff hold qualifications at level 3.

The nursery opens Monday to Friday all year round with the exception of bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 35 children attending, all of whom are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children and receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend the ways in which children can learn to move their bodies and respond spontaneously to music by, for example, using music players, scarves, streamers and musical instruments; add inspiration by providing a range of music from a variety of cultural backgrounds
- refine and use information and communication technology equipment more effectively by; helping children to explore the way that equipment works and provide more access to things, such as torches and cameras; consider how such equipment could extend children's critical thinking by, for example, presenting images taken of familiar places from different angles.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are provided with a lively and fun place to be. Staff's high-level of awareness about how children learn is clearly evident in the delightful and exciting way that staff have organised the children's playrooms. The rooms are well-resourced with lots of toys and activities that capture the children's interest and encourage them to explore. For example, babies make their way into the floor-level cot to press the buttons on the wall-mounted music centre. They catch sight of their image in the mirrored panels of the storage units as they pull themselves up to look what is inside. Most of the children in the pre-school room have only very recently started at nursery and staff have taken the time

to mount and display the children's self-portraits in a respectful way. This is fostering the children's sense of belonging and promoting their developing self-confidence. They enter happily and settle quickly. The children in the toddler room benefit greatly from the small numbers attending which means they receive very good adult attention throughout their day.

The staff are enthusiastic and interested in the children and through their observations have a good awareness of children's individual learning preferences. For example, they understand that some children prefer to watch what is taking place before deciding if they wish to join in and, therefore, do not rush or pester these children to participate before they are ready to. When supporting babies, they demonstrate how things work before allowing them to follow their own ideas. Children enjoy painting the wheels on the truck to make marks on the paper. They delight even more as they giggle gleefully at being allowed to explore the sensation as they choose to paint their toes and feet. Toddlers enjoy playing with and pouring the sand. They freely ask to see books and enjoy pressing the keys on a laptop. As a result, children in all rooms often play with prolonged purpose; engrossed in what they have chosen to play with.

All the rooms are rich in numbers, labels and pictures which help to stimulate and support the children's developing mathematical understanding and literacy. Regular story times, singing of songs and discussions at circle time provide the children with opportunities to talk and listen to one another. Staff respond to the children's questions and comments with genuine interest and enthusiasm, often combining their questions to help children revisit and consolidate their understanding. For instance, they ask what they have brought in for the colour display and what colour their post van is. A wide range of pencils, crayons and other tools for making marks are freely available and staff encourage the children to develop an understanding that print carries meaning. For example, they support the children in the pre-school room to make labels to display in the construction area.

The arrangements for planning and assessing children's development are robust. Planning for children's progress is based on precise and accurate assessments of the children. This is particularly evident from the excellent way that parents are consulted during settling in visits, and means that staff have a very good base line assessment from which to build on children's abilities. Children's learning is then extended through activities that are specific to their needs. The key person for each child spends time with their parents during the settling in visits. They talk about the children's current levels of development, based on the Development Matters in the Early Years Foundation Stage guidance document, and explain how the actions of children link to the activities and their current stages of learning. Staff take care to help parents understand that children progress at different rates and in different ways; and that the guidance suggests typical ranges of development. Staff also add their own observations during this time to support the effectiveness of each child's initial assessment.

Activities are planned for children to carefully support their learning and development, and once a month the staff review the children's records of learning to monitor and compare their progress. Parents' views about children's learning are invited on a regular basis with daily discussions, 'what have we done at home' notice boards and any other written observations or comments from parents providing a clear picture of children's

achievements. A parents' evening is also held when staff discuss children's progress and show parents their child's learning records. This means that staff have a secure framework to demonstrate how they are able to support children's learning and ensure that all are making progress given their individual needs and starting points. The required progress check for children aged two has been prepared and staff have invited parents of children within this age range to join them so that they can complete and agree the assessment. They are well organised in the ways they support children for transitions into the nursery and through nursery.

The staff plan specific activities linked to the needs of children but also provide children with a very good balance of personal choices and free play. This means that children enjoy their time and follow their current interests. For example, they dress up as wizards and witches in the role play areas. They make beautiful and detailed pictures with sequins, glitter, feathers, glue and other collage materials. They enjoy small world play with the dinosaurs and pour and splash in the water. Outdoors they climb in the pop-up tent to look at books; inviting adults with great enthusiasm to join them. They collect snails from under the foliage on the wall. During these activities the staff help children to show care and concern for living creatures and to count and compare the types of snails they find.

The outdoor play space is still being developed and staff have taken action to create easily transported boxes of different equipment, such as books and crayons, so that children can use these outdoors as well as inside. Work to improve the outdoor area is clearly in progress, delayed only by the recent poor weather conditions, and have clearly been well-thought out with a view to extending children's learning. For example, as well as enhancing children's physical play there will be opportunities to dig, plant and grow things. New equipment, such as bikes and trikes, has also been ordered. The staff recognise that opportunities for children to be more physical are not as well-established as they would like, but take time to ensure that children run and chase as ways to raise their heart rates and understanding about exercise as part of a healthy lifestyle.

Children themselves instigate vigorous activity, for example, they twirl to music when wearing their 'Princess dresses'. However, the staff have not fully explored how they could develop this type of activity further. For example, introducing music from around the world and the provision of extra tools, such as streamers and scarves, which could add excitement and stimulate children to try new ways of moving and expressing themselves. It also allows children to explore aspects of their own cultural identity and those of others.

The contribution of the early years provision to the well-being of children

Staff's warm and attentive care helps children feel extremely at ease. For example, babies enjoy a cuddle and a bottle. Staff are very familiar with their routines and parents' preferences. They recognise when the younger babies need a rest during the mid-morning period. Two-year-old children confidently ask for and fetch their favourite toy or comforter from the cupboard as they prepare for their nap after lunch. Care plans for children are detailed and created in consultation with the key person and the child's parents. The active encouragement by staff for parents to share information means that children's rapidly changing needs, such as the changes to those weaning, are regularly updated.

There are detailed records in place to support those children who have specific dietary requirements and close partnership working with parents supports the reintroduction of foods when appropriate and in line with medical advice.

The nursery is keen to promote and improve the health and diet of the children it cares for. They are currently working closely with a number of local authority agencies to introduce healthy initiatives, such as dental hygiene. The nursery is working towards a recognised healthy eating award and is using the associated award guidance to revise the nursery menus to ensure meals provided include recommended amounts of nutrients and food groups, such as carbohydrates and protein. Consequently, children enjoy a wide range of freshly prepared, interesting and healthy meals and snacks. These include chicken fajita wraps with diced salad vegetables and home-made carrot cake.

Meals and snack times are pleasant sociable occasions. Babies are seated together in good quality furniture that promotes their posture and means that they can see each other. Their physical coordination and self-help skills are encouraged, as they are provided with a spoon to help feed themselves. Toddlers and pre-school children join together and staff have high expectations of what the children can do and encourage them to serve themselves. Staff are quick to identify ways to support this further. For example, when they realise that a jug is too big for children to manipulate, they replace it with a small jug and refill it regularly. This gives the children the tools they need to achieve a task and actively enhances their motivation to do things independently. Water is available at all times, for example, in the baby room children's feeder cups are placed in a tray on the floor. This allows the younger children the opportunity to reach or indicate their needs at all times.

The high expectations of staff regarding children's self-help skills are also reflected in the young children's understanding of keeping themselves safe. For example, the more mobile babies under two are encouraged and applauded for seeking their 'sweeping brush' from the role play area to help brush up the floor after snack. Older children are learning well to help tidy up after themselves and so keep each other safe. Equipment is varied and provides children with experiences that develop their independence and cooperation. For example, children are encouraged to share and take turns with the toys and equipment in role play areas. Resources, such as a karaoke machine and torches, are available along with a computer and a children's digital camera. However, staff have not explored fully how they could use information and communication technology equipment to support children's critical thinking. For example, taking photographs of the playroom from the overlooking balcony, so that children are provided with a view that is different to their own, or using metal detectors on a hunt for 'lost keys'.

The behaviour of the children is developing well as staff support them to get used to the routines of nursery life. For example, they sing a meet and greet song that allows new children to learn the names of their peers. This develops a sense of community and helps children to feel safe and secure. Children are encouraged to take turns when handing out the plates and cups at lunch time; they learn to be polite and acknowledge their friends' help by saying 'please' and 'thank you'. If disputes arise, staff support children's understanding about their actions by providing simple explanations about why they should share or help each other. For example, they encourage children in the pre-school room

not to talk over each other and ensure that each child has a chance to share their thoughts and news. This promotes the children's developing personal and social development and helps them develop skills of tolerance and respect that will support their next stages in learning and prepare them for their transition into school. The staff demonstrate that close links with local schools and other providers have been established to support the children as they move into the setting or onto school.

Staff are keen to provide a welcoming and inclusive place for children and parents to enter. There are 'welcome' and 'goodbye' posters in a variety of languages and scripts; and the toys and equipment throughout the nursery reflect the diversity of today's society and the wider world. Activities, such as those linked to celebrations and festivals of various cultural groups create effective opportunities for children to explore the beliefs and similarities and differences of their own culture and those of other people.

The effectiveness of the leadership and management of the early years provision

The nursery is very well managed and organised. The owner and manager use their wealth of business and management experience to lay extremely strong foundations for the effective management of the provision. They have a good knowledge of the requirements of the Statutory Framework for the Early Years Foundation Stage, which is reflected in the quality and organisation of the documentation and evidence of practice. Their vision is clear and focussed, and they have worked hard to ensure that staff recruitment is robust. For example, they ensure that the staff employed are of a suitable character and have the desired experience, qualifications and commitment they feel are essential to ensure that children are protected and receive a quality service. Consequently, the staff employed at the nursery are enthusiastic, well versed with the vision and expectations and work very well as a team.

Children are effectively safeguarded through the many detailed and consistently implemented safety checks in place. The owner's familiarity of health and safety legislation is reflected in the detailed risk assessments and steps taken by staff to protect the children. For example, risk assessments are updated as circumstances change, such as the introduction of new equipment or when staff become pregnant. Rigorous security is in place with access and exits from the setting monitored. All playrooms have magnetic release systems which helps prevent children from leaving unnoticed. Rooms and outdoor play areas are monitored by electronic visual monitoring and the fire detection equipment is checked weekly. Staff practise the evacuation procedure with the children on a regular basis and have made amendments to assembly points following such events. The staff are currently considering ways to improve this further as the numbers of children increase.

The detailed induction and regular supervision of staff provides an effective way to ensure that the staff are fully familiar with their roles and responsibilities. It also acts as a way to identify training needs and personal progression. For example, staff have attended updated behaviour management and safeguarding training. Staff demonstrate a comprehensive familiarity with the potential signs and indicators of possible child abuse. Regular team meetings and spontaneous chats allow the managers to check that staff

remain confident with the procedures to follow should they need to report a concern about the well-being and safety of a child.

There are rigorous methods for the self-evaluation of the provision. These include the monitoring of the learning programme and learning environment in the playrooms. Children's progress is monitored by staff on a monthly basis. Their assessments are then checked every three months by the manager who collates the information electronically to ensure that children's learning is being plotted and they are making progress. The managers acknowledge that as the setting has only been operating for a few months, as yet sustained high levels of achievement cannot be demonstrated. It will take time for them to be fully embedded. They will then be able to accurately assess their effectiveness. Nevertheless the owner and manager are committed to improvement and work closely with the early years team to develop their plans and actions for improvement.

The owner and managers commitment is evident in the investment in the current refurbishment of the outdoor play area and the way staff are supported to contribute their ideas about the way the playrooms are organised. Staff speak with pride about the value that is placed on their suggestions. This is creating a shared ethos and the aspirations of the owner is reflected in the commitment by the whole team; to provide quality care and learning for the children. Parents' views are sought and feedback is provided quickly by the managers. The staff have several ways to engage the parents in the self-evaluation process, including making available printed copies of their current written self-assessment record. Partnerships with parents are excellent. The commitment by the managers and staff to engage and share information is woven through every aspect of the nursery day. A wealth of useful information is displayed throughout the setting in pictorial form, posters and notices. Welcome packs explain how the nursery operates and newsletters provide additional updates. Parents comment about the good information received about their child's learning and the useful way it is shared during parents' evenings.

Staff have the relevant experience and training to ensure they follow the recommended steps to work in partnership with parents and other professionals and agencies, and this ensures that children with special educational needs and disabilities are fully supported and no child is disadvantaged.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY445029
Local authority	St. Helens
Inspection number	811786
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17

Total number of places	59
Number of children on roll	35
Name of provider	Storytime Private Day Nursery Limited
Date of previous inspection	Not applicable
Telephone number	01744 757 999

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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